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ABSTRACT

One thousand five hundred and eight references published between 1948 and 1972 are listed alphabetically by author in this bibliography. The reports are limited to those that are in the public domain. Both reports of empirical studies and conceptual papers are contained in the bibliography. Listed with each reference which reports on empirical study are descriptors which provide the test(s) of field-dependence-independence and/or differentiation employed in the study, and characteristics of the subject population used. An index section is included which classifies the reports. Annual supplements will cover the literature of subsequent years. (MLP)

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FIELD-DEPENDENCE-INDEPENDENCE
and
PSYCHOLOGICAL DIFFERENTIATION

A Bibliography Through 1972
With Index

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Introduction*

We have brought together here and classified the literature, through 1972, on field-dependence-independence and the broader dimension of psychological differentiation of which this cognitive style is a component. Annual supplements will cover the literature of subsequent years.

Bibliography

References in the bibliography are listed alphabetically by author and numbered consecutively.

The bibliography is limited to reports "in the public domain"--that is, published papers, papers given at meetings and dissertations. We have generally not listed papers given at meetings if they were subsequently published, unless the meeting presentation contained data not included in the publication. In the case of dissertations, however, we have listed both the dissertation and the published report based on it (although publication of dissertations seems surprisingly infrequent). Almost invariably dissertations contain far more information than the published reports based upon them. At the same time, because dissertations are sometimes difficult to obtain, the reference to the published report is useful.

The bibliography consists of both reports of empirical studies and conceptual papers, with the former far more frequent. Empirical studies are included only if they used measures of psychological differentiation identical with or similar to those we employed in our studies. Unless such a measure was used, studies purporting to deal with psychological differentiation were not included, even when the report linked the study to our work. In the overwhelming majority of empirical studies cited in the bibliography a measure of field-dependence-independence was used, and less frequently a measure of articulation of body concept.

Because our task in composing this bibliography has been to identify, and not to evaluate the literature on psychological differentiation, we have in each case followed the author's judgment that the particular test he used provided a measure of field-dependence-independence and/or psychological differentiation. We did this even when, in our view, there was some doubt that the test did in fact provide such a measure. The problem of the adequacy of a test in providing a measure of differentiation is a particularly serious one in the case of the embedded-figures type of test, the most commonly used test of field-dependence-independence. Variations of this type of test have been proliferating in great number. Too frequently data are reported on what is called an embedded-figures test, in the absence of adequate information on its reliability and validity. Equally serious, a job analysis of the test material sometimes suggests that it does not involve what to us is the essence of the field-dependence-independence dimension--disembedding part of a field from the field as a whole when the field has an organized character. An example of a problem created for the literature on psychological differentiation by the use of embedded-figures tests of uncertain validity is provided by the results that have been emerging with one of the commonly used group embedded-figures tests. This particular test has not yielded sex differences in field-dependence-independence with the consistency found for the original individually administered Embedded-Figures Test. Because with the same subject populations the original Embedded-Figures Test has been found to show sex differences where this group test has not, it seems more plausible to believe that the absence of sex differences with the group test is a result of its particular format than to believe that sex differences in field-dependence-independence are disappearing, however happy such a development might be.

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Listed with each reference in the bibliography which reports an empirical study are descriptors, enumerated at the beginning of the bibliography section, which provide two kinds of information: first, the test(s) of field-dependence-independence and/or differentiation employed in the study, and, second (when the information is given in the original report), characteristics of the subject population used. Included among the subject descriptors are sex, age and social class. Other subject descriptors are membership in an ethnic group, a group from another culture or particular subculture, or a pathological group. The use of these descriptors has made some index categories unnecessary--for example, age or sex of the subject population studied. It has also served to reduce the number of entries in other categories, which otherwise would be extremely large. An example is provided by the embedded-figures tests. In the index category, "Embedded-figures tests," are listed only studies concerned with various test characteristics, such as test format, method of administration, test reliability, item difficulty, etc. Studies which used an embedded-figures test to assess field-dependence-independence are not listed in this index category. Such studies, which are of course very numerous, may be found by identifying references in the bibliography which list an embedded-figures type of test as a descriptor.

The criteria already cited in selecting reports for this bibliography indicate several limitations on its content. For several additional reasons not all references that might be considered relevant are included. One kind of reason has to do with practical problems. First, we have obviously not been able to track down every relevant reference. Second, for some references we were not able to obtain the report for indexing, by the cut-off date we set for completing the bibliography. In such instances the reference has not been included in the bibliography or index, although it is listed in a section at the end, "Unindexed References." As we locate these we will include them in later annual supplements. Third, because of the time lag in the referencing of reports in the various abstract sources we used, the coverage of reports appearing in 1972 is particularly incomplete. Such reports too will be included in subsequent annual supplements and are now also listed in the "Unindexed References" section at the end. Finally, we have not attempted anything like a comprehensive coverage of the literature appearing prior to 1954, the year of publication of our first main work, Personality through Perception.

A second kind of reason for reports relevant to field-dependence-independence and psychological differentiation not appearing in the bibliography is our decision not to attempt comprehensive coverage of several classes of studies. First, with a few exceptions, we have not included the very sizable literature on factor-analytic studies in which an embedded-figures type of test, in one variation or another, was used. To have done so would have made the bibliography excessively long. Readers interested in that literature may pursue it in other sources, under such headings as "adaptive flexibility," "flexibility of closure," "decontextualization," etc., beyond the few studies listed in the index categories bearing these names. Also not included in this bibliography, though relevant to its subject matter, are studies which used the Block Design test. Performance on this test requires disembedding, which is at the heart of the field-dependence-independence dimension, and factor analytic studies have shown it to load highly on the same factor as tests of that dimension. Again, to have included all studies which used the Block Design test would have made the bibliography overly long. This literature is also easily identified in other sources. Two exceptions to the practice of not including studies using the Block Design test should be noted. One is cross-cultural studies, in which this type of test has been commonly used and is in fact often identified by the authors themselves as a test of field-dependence-independence. The other is studies where the authors explicitly identified the Block Design test--or the Wexler "Analytic Triad" (WAT) of Block Design, Object Assembly and Picture Completion subtests which load a common factor with tests of field-dependence-independence--as providing a measure of that dimension.

Index

Reports from the bibliography, referenced in the index by their numbers, are likely to appear in more than one index category.

The index categories used in classifying reports are for the most part standard ones, though some reflect our theoretical framework. Where an explanation of a particular index category seems necessary, we have provided it in a footnote. Both by use of large comprehensive categories and by cross-referencing we have sought to direct attention to the full literature relevant to any topic. Cross-referenced categories considered to be an integral part of the large category under which they are listed are designated "See"; those considered related, but less directly, are designated "See in addition." Even with these guides to search, the user of the index is well advised to employ a variety of entry points into the index to identify all studies potentially relevant to his interest.

Topics which are not represented with sufficient frequency in the bibliography to warrant their own specific categories have usually been listed in the large categories to which they are relevant. An example is a particular form of pathology which has been investigated too infrequently to have its own separate category and so is listed in the large category of "Pathology." Another example is provided by particular tests. We have provided specific index categories only for tests which were used with some frequency in the studies listed in the bibliography. It should be noted, however, that all tests, whether included by name or not, are represented in the index by the main variables they assess. It should also be noted that, for some of the tests listed in the index which have many subtests, the subtest dimensions are not represented in the index.

Unindexed References

As already noted, in this section are listed reports which appeared in 1972 or earlier for which we had references but not the reports themselves, so we could not index them. These reports do not appear in the bibliography or in the index. They will be indexed in subsequent annual supplements as the original reports become available to us. Also listed in this section are reports appearing in 1973 which we had accumulated by the time of publication. These are not included in the bibliography or index either, but will also be indexed in the next annual supplement.

We originally undertook this assembly of the literature for our own use in preparing a series of review papers in which differentiation theory would be modified and extended as allowed and required by the evidence accumulated since the publication of Psychological Differentiation. It quickly became apparent, however, that the bibliography and index would be useful to others as well and therefore warranted publication. Its broader usefulness was indicated, first of all, by the numerous requests we keep receiving for information about the literature on particular topics in the differentiation domain. In addition, as the ramifications of differentiation theory have been pursued, the resulting literature has spread into a wide variety of journals published in different parts of the world; moreover, a fair portion of the evidence has appeared in typically unpublished sources—dissertations and papers presented at meetings. Both these factors have made literature searches difficult. The result has sometimes been that studies have been undertaken with incomplete knowledge of the present status of the evidence within the immediate field of the study or in related fields. It has also sometimes meant that essentially the same study has been repeated several or even many times without awareness that it has been done before. Our decision to publish the bibliography and index was reinforced when we found, after compiling the bibliography, that work on psychological differentiation is growing, indicating that the bibliography and index will continue to be of use. Thus, in 1971, the latest year in which we were able to achieve fairly comprehensive coverage of the literature, a larger number of reports appeared than in any previous year. In that year, there were four times as many reports as in 1962, the year of publication of Psychological Differentiation, and well over twice as many reports as in 1966, the halfway point in the decade between the appearance of that work and 1972, the last year which the bibliography attempts to cover.

As an aid to making this bibliography more complete, and therefore more useful, we would be grateful to receive reports we have missed and reports which may appear in the future.

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Descriptors

On the line following each of the references in the bibliography which reports an empirical study will be found a series of descriptors, when the necessary information has been provided by the author. The descriptors, and the abbreviations used in referring to them, are given below in the order in which they are listed following a reference. In the bibliography they are separated from each other by a slash mark.

1. Measures of field-dependence-independence and psychological differentiation

ABC	Articulation-of-Body-Concept Scale
ABCO	Articulation-of-Body-Concept Scale, other forms of*
AEFT	Auditory Embedded-Figures Test**
BAT	Body-Adjustment Test
BD	Block Design Test
CF-1	Hidden Figures Test CF-1
CFT	Concealed-Figures Test
CHEF	Children's Embedded-Figures Test, earlier form of
EFT	Embedded-Figures Test
EFTO	Embedded-Figures Test, other forms of
GEFT	Group-Embedded Figures Test
GEFTO	Group-Embedded Figures Test, other forms of
HFTIII	Hidden-Figures Test, III
HFTV	Hidden-Figures Test, V
HPIT	Hidden-Pictures Test
HPT	Hidden-Patterns Test
OTHER	Other Measures of Differentiation (e.g., Rorschach scored for differentiation of defenses)
PEFT	Preschool Embedded-Figures Test
PRFT	Portable Rod-and-Frame Test, Oltman
PRFTO	Portable Rod-and-Frame Test, other forms of
RFT	Rod-and-Frame Test, dark-room
RFTO	Rod-and-Frame Test, dark-room, other forms of
TEFT	Tactile Embedded-Figures Test
TEFTO	Tactile Embedded-Figures Test, other forms of
WAT	Wechsler Analytic Triad***

*"Other forms of" in this listing indicates variations from the test of that name used by us in our research on differentiation.

**Embedded-figures types of tests in this list are: AEFT, CF-I, CFT, CHEF, EFT, EFTO, GEFT, GEFTO, HFTIII, HFTV, HPIT, HPT, PEFT, TEFT, TEFTO.

***This triad consists of the Block Design, Object Assembly and Picture Completion Wechsler subtests. In factor analytic studies these subtests have been found to load the same factor as tests of the field-dependence-independence dimension. This triad of subtests, and particularly the Block Design subtest, may be considered to provide measures of that dimension.

2. Sex
    - M male
    - F female
    - B both sexes

3. Age
    One or more of the following descriptors may be used, depending on the information provided by the author:
    - age range (e.g., 10-20)
    - mean age (e.g., X15)
    - year and school (e.g., high school 10)
    - age group (e.g., children, adolescents, young adults, adults, elderly or geriatric)
    - college group (coll)

4. Social class
    - U upper
    - M middle
    - L lower

5. E ethnic group*

6. Cross-cultural group**
    - CC subjects drawn from another culture
    - SC subjects drawn from particular subcultures

7. P pathological group***

*The only ethnic groups that have been studied are Blacks, Chicanos, Puerto Ricans and Orientals. Studies using each of these groups may be identified through the subject-population categories listed under "Ethnic groups" in the index.

**The specific cultural group studied may be identified through the specific subject-population categories listed in the "Cross-cultural differences" index category.

***A route to identification of particular pathological groups is through the specific categories listed under the index category "Pathology."

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484,490,529,534,537,565,579,583,604,626,647,66[illegible],668,701,736,772,774,792,805,823,840,844,846,847,848,849,850,887,908,949,959,961,962,984,990,996,1002,1013,1048,1118,1121,1133,1172,1213,1214,1218,1256,1271,1272,1274,1282,1284,1296,1301,1307,1322,1324,1330,1336,1337,1340,1365,1397,1491

INTELLIGENCE CONTROLLED IN STUDIES OF RELATION BETWEEN MEASURES OF FIELD DEPENDENCE OR OTHER MEASURES OF DIFFERENTIATION VERSUS OTHER PSYCHOLOGICAL VARIABLES 15,20,135,206,220,359,382,435,494,985,993,1095,1096,1108,1200,1271,1273,1306,1365,1508

SEE ABILITIES, RELATIONS TO FIELD DEPENDENCE WITH INTELLIGENCE CONTROLLED

SEE ACHIEVEMENT, RELATION BETWEEN ACHIEVEMENT AND FIELD DEPENDENCE WITH INTELLIGENCE CONTROLLED

SEE FIELD DEPENDENCE, INTERRELATIONS AMONG MEASURES OF, WITH INTELLIGENCE CONTROLLED

SEE INTELLECTUAL FUNCTIONING AND PROBLEM SOLVING, RELATION TO FIELD DEPENDENCE WITH INTELLIGENCE CONTROLLED

SEE PERCEPTION, RELATION TO FIELD DEPENDENCE WITH INTELLIGENCE CONTROLLED

SEE PERSONALITY, RELATION TO FIELD DEPENDENCE WITH INTELLIGENCE CONTROLLED

SEE SEX DIFFERENCES, RELATION TO FIELD DEPENDENCE WITH INTELLIGENCE CONTROLLED

SEE IN ADDITION MODERATOR VARIABLES

VARIABLES MODERATING RELATIONS WITH FIELD DEPENDENCE

AGE 135,235,281,836,844,1133,1340

SEX 217,243,276,300,416,453,454,484,667,668,670,671,672,751,1047,1125,1491

SEE ACE INTELLIGENCE TEST

SEE CALIFORNIA TEST OF MENTAL MATURITY

SEE DRAW-A-PERSON TEST, GOODENOUGH INTELLIGENCE SCALE

SEE LORGE-THORNDIKE INTELLIGENCE TESTS

SEE OTIS INTELLIGENCE TEST

SEE PEABODY PICTURE VOCABULARY TEST

SEE PROGRESSIVE MATRICES TEST

SEE SCHOOL AND COLLEGE ABILITIES TEST

SEE STANFORD-BINET INTELLIGENCE SCALE

SEE WECHSLER INTELLIGENCE SCALES

SEE IN ADDITION ABILITIES

SEE IN ADDITION ACHIEVEMENT

SEE IN ADDITION APTITUDE

SEE IN ADDITION INTELLECTUAL FUNCTIONING AND PROBLEM SOLVING

SEE IN ADDITION RETARDATION AND LEARNING DIFFICULTIES

INTELLIGENCE, AS MODERATOR VARIABLE IN RELATION BETWEEN MEASURES OF FIELD DEPENDENCE: BETWEEN MEASURES OF FIELD DEPENDENCE VERSUS OTHER MEASURES OF DIFFERENTIATION; BETWEEN MEASURES OF FIELD DEPENDENCE AND/OR OTHER MEASURES OF DIFFERENTIATION VERSUS VARIOUS OTHER VARIABLES 20,134,429,1067,1172,1307

INTERESTS 4,129,647,682,945,972,1072,1074,1365,1366,1394

ACADEMIC 29,54,73,81,166,266,276,349,361,378,483,560,604,633,700,799,889,992,1043,1130,1154,1155,1223,1269,1294,1455

SEE IN ADDITION EDUCATION

VOCATIONAL 29,62,83,138,267,270,314,315,525,763,1043,1081, 1088,1130,1154,1155,1185,1268,1294,1334,1388,1508
SEE A-B SCALE
SEE AESTHETIC PREFERENCE
SEE PREFERENCES
SEE STRONG VOCATIONAL INTEREST BLANK
INTERNAL/EXTERNAL CONTROL
SEE LOCUS OF CONTROL
INTERPERSONAL ATTRACTION 457,667,871,972,1139,1219,1393
SEE IN ADDITION SOCIAL INTERACTION
SEE IN ADDITION SOCIOMETRIC STATUS
INTOLERANCE FOR AMBIGUITY
SEE TOLERANCE FOR AMBIGUITY
INTROVERSION/EXTRAVERSION 47,52,91,123,140,162,229,301,391,431, 441,456,477,480,602,682,688,719,814,837,840,865,885,889,959, 984,1042,1068,1074,1180,1219,1224,1260
SEE EYSENCK PERSONALITY INVENTORY
SEE MAUDSLEY PERSONALITY INVENTORY
SEE IN ADDITION JUNGIAN TYPES
SEE IN ADDITION PERSONALITY
JUNGIAN TYPES 1260
SEE INTROVERSION/EXTRAVERSION
SEE IN ADDITION PERSONALITY
KELLY'S ROLE CONSTRUCT REPERTORY TEST 131,132,418,419,750,873, 888
SEE IN ADDITION COGNITIVE COMPLEXITY/SIMPLICITY
SEE IN ADDITION PERSONALITY
KIDNEY DISEASE 1117
SEE IN ADDITION PATHOLOGY
KLEINFELTER'S SYNDROME 1009,1308,1309
SEE IN ADDITION GENETIC FACTORS, GENETIC DEFECTS
SEE IN ADDITION PATHOLOGY
KOHS' TEST
SEE BLOCK DESIGN TEST
LANGUAGE AND PSYCHOLINGUISTICS 156,262,333,350,379,497,548,684, 769,910,1025,1213,1214,1256,1428
SEE IN ADDITION COMMUNICATION, VERBAL
SEE IN ADDITION DISEMBEDDING, VERBAL
SEE IN ADDITION VERBAL ABILITY
LATERALITY 9,66,111,198,202,203,238,318,319,346,347,407,464,551, 643,991,1038,1084,1174,1226,1369
SEE IN ADDITION BODY CONCEPT (IMAGE)
SEE IN ADDITION BRAIN DAMAGE
SEE IN ADDITION HEMIPLEGIA
LEADERSHIP 26,95,330,332,573,574,632,786,1301,1365,1405,1407
SEE IN ADDITION SOCIAL INTERACTION
LEARNING AND MEMORY 4,13,22,60,89,97,111,181,199,280,284,364, 399,400,467,468,469,470,471,483,502,505,529,546,600,622,647, 684,693,696,722,723,725,814,828,844,846,847,848,849,850,863, 870,910,937,938,963,965,981,983,984,985,1042,1047,1059,1146, 1147,1148,1164,1195,1198,1210,1211,1213,1282,1288,1297,1336, 1337,1360,1361,1363,1375,1376,1404,1419,1421,1459,1493
FOR AFFECTIVE VERSUS NEUTRAL MATERIAL 724,725,1148,1187,1336,

1337,1404

FOR MEANINGFUL VERSUS MEANINGLESS MATERIAL 423,722,910

FOR SOCIAL VERSUS NON-SOCIAL MATERIAL 647,938,1331

FACES 52,97,315,362,942

SEE IN ADDITION PERSON PERCEPTION, PERCEPTION OF FACES

SOCIAL WORDS 181,399,400,468,469,470,471

SEE IN ADDITION SENSE OF SEPARATE IDENTITY

INCIDENTAL 4,52,60,91,181,394,399,400,467,468,469,470,471,501,531,546,600,618,724,748,935,942,958,990,1156,1210,1281,1331,1339,1379,1404,1459

SEE IN ADDITION SUBLIMINAL PERCEPTION

MEMORY SPAN 4,147,238,482,529,638,910,935,983,1420,1484,1485,1491

SEE IN ADDITION WECHSLER, ATTENTION/CONCENTRATION TRIAD

PROACTIVE INHIBITION 505,725,828

RETROACTIVE INHIBITION 505,542,543,948,1195,1459

VARIABLES MODERATING RELATIONSHIP WITH FIELD DEPENDENCE

AGE 484,844,1047,1337

SEX 163,284,870,960,983,1277,1459

SEE CONDITIONING, CLASSICAL

SEE DREAMING AND SLEEPING, DREAM RECALL

SEE LEARNING STYLE

SEE REINFORCEMENT AND FEEDBACK

SEE IN ADDITION DISCRIMINATION

SEE IN ADDITION GENERALIZATION, STIMULUS

SEE IN ADDITION TEACHING STYLE

LEARNING DISABILITIES

SEE RETARDATION AND LEARNING DISABILITIES

LEARNING STYLE 102,103,250,251,563,608,759,1160,1277,1328,1329,1420,1455,1493

SEE IN ADDITION EDUCATION

SEE IN ADDITION LEARNING AND MEMORY

SEE IN ADDITION MODELING

SEE IN ADDITION TEACHER/STUDENT INTERACTION

SEE IN ADDITION TEACHING STYLE

SEE IN ADDITION TEACHING PROCEDURES

LEVELING/SHARPENING 91,267,501,502,503,504,507,541,634,683,684,784,815,840,887,958,973,974,1175,1195,1297,1367,1395,1399,1412,1419

SEE SCHEMATIZING TEST

SEE IN ADDITION COGNITIVE STYLE

LOCUS OF CONTROL 27,54,83,88,164,247,260,264,265,272,304,306,307,324,330,334,348,388,417,441,467,525,553,611,625,689,763,786,789,798,805,826,968,1044,1051,1052,1057,1094,1102,1296,1370,1422,1498,1507

SEE IN ADDITION PERSONALITY

LORGE-THORNDIKE INTELLIGENCE TESTS 216,217,293,310,426,844,846,847,848,849,850,904,1142,1272

SEE IN ADDITION INTELLIGENCE

MARIJUANA 246, 283, 368, 629, 692,1066

SEE FIELD DEPENDENCE, MODIFICATION OF PERFORMANCE, ATTEMPTS AT, MARIJUANA

SEE IN ADDITION ALTERED STATES OF CONSCIOUSNESS

SEE IN ADDITION DRUGS
MARITAL STATUS 86,164,593,594,975,1289
SEE IN ADDITION FAMILY CHARACTERISTICS
MARLOWE-CROWNE SOCIAL DESIRABILITY SCALE 24,441,466,553,763,892,893,959,1044,1152,1153
SEE IN ADDITION SOCIAL DESIRABILITY
MASCULINITY/FEMININITY 26,27,29,95,129,340,342,377,407,437,446,455,458,534,537,570,574,575,584,632,646,739,799,882,894,904,948,1013,1019,1044,1184,1344,1345,1366,1408
SEX AS MODERATOR VARIABLE IN RELATIONS WITH FIELD DEPENDENCE MEASURES 377,445,458,570,894,1044,1184
SEE IN ADDITION CROSS-CULTURAL DIFFERENCES, SEX DIFFERENCES
SEE IN ADDITION HOMOSEXUALITY
SEE IN ADDITION PERSONALITY
SEE IN ADDITION ROLE DEFINITION, SEX ROLE IDENTIFICATION
SEE IN ADDITION SEX DIFFERENCES
MASCULINITY/FEMININITY, AS MODERATOR VARIABLE IN RELATION BETWEEN FIELD DEPENDENCE AND OTHER PSYCHOLOGICAL VARIABLES 26,27,29,574,575,894,1344,1345
SEE IN ADDITION SEX, AS MODERATOR VARIABLE
SEE IN ADDITION MODERATOR VARIABLES
MATCH VERSUS MISMATCH IN FIELD DEPENDENCE, EFFECTS ON SOCIAL INTERACTION 262,367,370,373,559,809,1219
SEE IN ADDITION SOCIAL INTERACTION
MATCHING FAMILIAR FIGURES TEST
SEE REFLECTIVITY/IMPULSIVITY
MATCHSTICK PROBLEMS 3,4,219,437,548,580,895,944,1458,1459,1468,1491
SEE IN ADDITION INSIGHT PROBLEMS
SEE IN ADDITION INTELLECTUAL FUNCTIONING AND PROBLEM SOLVING
MATHEMATICAL ABILITY 3,89,174,175,186,331,414,418,422,437,483,502,560,582,594,684,755,873,944,1002,1144,1151,1156,1421
SEE IN ADDITION ABILITIES
SEE IN ADDITION ARITHMETIC ABILITY
MATURITY 989,1342,1361,1365,1403,1459
SEE IN ADDITION PERSONALITY
MAUDSLEY PERSONALITY INVENTORY 229,301,391,431,456,480,865,885,959,984,1012
SEE IN ADDITION EYSENCK PERSONALITY INVENTORY
SEE IN ADDITION INTROVERSION/EXTRAVERSION
SEE IN ADDITION NEUROTICISM
SEE IN ADDITION PERSONALITY
MAZE PERFORMANCE 89,193,194,195,418,419,446,552,647,677,824,848,950,983,1049,1087,1321,1322,1360,1361,1363,1371
SEE PORTEUS MAZE TEST
SEE IN ADDITION WECHSLER, SUBTESTS
MECHANICAL ABILITY 22,174,175,315,339,582,944,966,1156,1472
SEE IN ADDITION ABILITIES
SEE IN ADDITION MOTOR ABILITY AND MOTOR PERFORMANCE
MEDITATION 170,817
SEE IN ADDITION ALTERED STATES OF CONSCIOUSNESS
SEE IN ADDITION ATTENTION
SEE IN ADDITION FIELD DEPENDENCE, MODIFICATION OF PERFORMANCE,

ATTEMPTS AT, MEDITATION
MEMORY
SEE LEARNING AND MEMORY
MENTAL RETARDATION
SEE RETARDATION AND LEARNING DISABILITIES
METROPOLITAN ACHIEVEMENT TEST 142, 204, 487, 520, 817,1284
SEE IN ADDITION ACHIEVEMENT
MINIATURE-TOYS PLAY SITUATION 1465
SEE IN ADDITION PROJECTIVE TECHNIQUES
MINNESOTA MULTIPHASIC PERSONALITY INVENTORY 23,129,140,315,394,
407,442,455,456,458,534,537,549,632,646,739,811,812,948,999,
1147,1215,1265,1266,1299,1340,1397,1465
SEE IN ADDITION PATHOLOGY
SEE IN ADDITION PERSONALITY
MINORITY GROUPS
SEE ETHNIC GROUPS
MIRROR DRAWING 7, 195, 427, 477, 586,1049,1320,1371
SEE IN ADDITION MOTOR ABILITY AND MOTOR PERFORMANCE
SEE IN ADDITION SPATIAL ABILITY
MODALITY PREFERENCE AND EXPRESSIVE TYPES 640,1161,1269,1465
SEE IN ADDITION PERCEPTION
SEE IN ADDITION PERSONALITY
MODELING 733,1280,1312,1313,1328,1329,1507
SEE IN ADDITION LEARNING STYLE
SEE IN ADDITION SOCIAL INFLUENCE, RESPONSIVENESS TO
MODERATOR VARIABLES
SEE AGE AS MODERATOR VARIABLE
SEE MASCULINITY/FEMININITY AS MODERATOR VARIABLE
SEE PATHOLOGY AS MODERATOR VARIABLE
SEE SEX AS MODERATOR VARIABLE
SEE SOCIOECONOMIC STATUS AS MODERATOR VARIABLE
MOOD 479, 553, 589, 991,1269
SEE IN ADDITION AFFECT
MOONEY CLOSURE TEST 11, 547, 829, 830,1105
SEE IN ADDITION CLOSURE
SEE IN ADDITION SPEED OF CLOSURE
MORAL JUDGEMENT 27, 244,1188
SEE IN ADDITION PIAGETIAN TASKS AND CONCEPTS
MOTION PERCEPTION 57,1325,1326
SEE IN ADDITION PERCEPTION
MOTIVATION 138, 524, 863,1465
SEE IN ADDITION CURIOSITY
SEE IN ADDITION NEED FOR ACHIEVEMENT
SEE IN ADDITION NEED FOR AFFILIATION
SEE IN ADDITION NEED FOR APPROVAL
SEE IN ADDITION NEED FOR SUCCORANCE
SEE IN ADDITION NEED TO INTROSPECT
SEE IN ADDITION PERSONALITY
MOTOR ABILITY AND MOTOR PERFORMANCE 22,176,194,219,281,520,533,
565,582,632,647,946,1048,1049,1072,1073,1261
SEE ATHLETIC ABILITY
SEE BALANCING ABILITY
SEE COORDINATION

SEE COPYING ABILITY
SEE DANCING ABILITY
SEE DRIVING ABILITY
SEE MECHANICAL ABILITY
SEE MIRROR DRAWING
SEE REACTION TIME
SEE ROTARY PURSUIT
SEE TRACKING
SEE TWO-HAND COORDINATION
SEE IN ADDITION ABILITIES
MOTORIC INHIBITION 950, 985,1202
SEE IMPULSE CONTROL
SEE IN ADDITION MOTOR ABILITY AND MOTOR PERFORMANCE
MUSICAL ABILITY 89, 282, 792,1458,1490
SEE IN ADDITION ABILITIES
NEED FOR ACHIEVEMENT 2,17,61,62,106,237,270,301,305,325,331,441, 562,574,635,638,695,829,830,843,882,899,1019,1069,1094,1213, 1315,1366,1413,1419
SEE IN ADDITION ACHIEVEMENT
SEE IN ADDITION MOTIVATION
SEE IN ADDITION PERSONALITY
NEED FOR AFFILIATION 2, 237, 270, 562, 574, 882,1019
SEE IN ADDITION MOTIVATION
SEE IN ADDITION PERSONALITY
NEED FOR APPROVAL 24,298,1153
SEE IN ADDITION DEPENDENCY
SEE IN ADDITION MOTIVATION
SEE IN ADDITION PERSONALITY
SEE IN ADDITION SENSE OF SEPARATE IDENTITY
NEED TO INTROSPECT 1215
SEE IN ADDITION MOTIVATION
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NEED FOR SUCCORANCE 237, 270, 537, 882,1019,1070,1215
SEE IN ADDITION DEPENDENCY
SEE IN ADDITION MOTIVATION
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NERVOUS SYSTEM, AUTONOMIC 459, 745,1227,1229
SEE AROUSAL
SEE CARDIOVASCULAR PROCESSES
SEE ENDOCRINE FUNCTIONING
SEE GALVANIC SKIN RESPONSE
SEE ORIENTING RESPONSE
SEE IN ADDITION PSYCHOPHYSIOLOGICAL FUNCTIONS
NERVOUS SYSTEM, CENTRAL 207, 287, 592, 745
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SEE IN ADDITION PSYCHOPHYSIOLOGICAL FUNCTIONS
NERVOUS SYSTEM TYPES 609, 864, 865
SEE IN ADDITION PSYCHOPHYSIOLOGICAL FUNCTIONS
NEUROSIS 10,105,205,309,632,648,979,1068,1177,1343,1465
SEE IN ADDITION PATHOLOGY
NEUROTICISM 162,176,229,309,369,391,404,431,441,456,480,602,620,

      665,719,805,865,910,959,1012,1260,1487
   SEE EYSENCK PERSONALITY INVENTORY
   SEE MAUDSLEY PERSONALITY INVENTORY
   SEE IN ADDITION PATHOLOGY
NORMALIZATION
   SEE ADAPTATION, PERCEPTUAL AND NORMALIZATION
   SEE IN ADDITION PERCEPTION
OBESITY   489, 523, 710, 766, 997,1183
   SEE IN ADDITION ADDICTION
   SEE IN ADDITION PATHOLOGY
OBJECT SORTING TEST 8,91,172,267,356,365,375,476,501,502,504,
      507,528,553,631,683,761,763,888,937,1043,1149,1253,1288,
      1395,1399
   SEE CONCEPTUAL DIFFERENTIATION
   SEE IN ADDITION CATEGORIZATION STYLE
   SEE IN ADDITION COGNITIVE STYLE
OBSESSIVE COMPULSIVE/HYSTERICAL POLARITY 458,507,534,550,739,
      948,1147,1154,1155,1265,1266,1403,1506
   SEE IN ADDITION PATHOLOGY
OCCUPATION 18,73,316,339,393,483,575,593,707,763,857,858,912,
      961,1013,1301,1321,1322,1406,1472
   ACHIEVEMENT
      SEE ACHIEVEMENT, VOCATIONAL
   INTEREST AND PREFERENCE
      SEE INTERESTS, VOCATIONAL
   SATISFACTION WITH   576, 912,1406
   SEE IN ADDITION FAMILY CHARACTERISTICS, PARENT'S OCCUPATION
ORALITY   896,1070,1411
   SEE IN ADDITION DEPENDENCY
   SEE IN ADDITION PERSONALITY
   SEE IN ADDITION SENSE OF SEPARATE IDENTITY
ORIENTING RESPONSE   837, 839,1083,1141
   SEE AROUSAL
   SEE IN ADDITION NERVOUS SYSTEM, AUTONOMIC
   SEE IN ADDITION PSYCHOPHYSIOLOGICAL FUNCTIONS
OTIS INTELLIGENCE TEST   176, 283, 365, 366, 429, 487, 590, 737,
      748, 844, 846, 847, 849, 892, 901, 948,1017,1079,1092,1104,
      1172,1218,1259,1274,1284,1330,1491
   SEE IN ADDITION INTELLIGENCE
PAIN   385, 603, 973, 974,1229,1298
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   SEE IN ADDITION HEMIPLEGIA
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   SEE IN ADDITION PHYSICAL REHABILITATION
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PARAPSYCHOLOGY
   SEE EXTRASENSORY PERCEPTION
PARENT/CHILD INTERACTION 220, 395, 396, 457, 691, 774, 841, 842,
      994,1173,1213,1214,1279,1338,1453,1459
   SEE CHILDREARING PRACTICES
   SEE IN ADDITION SOCIAL INTERACTION
PASSIVITY
   SEE ACTIVITY/PASSIVITY

PATHOLOGY 12, 23, 139, 202, 247, 330, 338, 402, 404, 421, 440, 447, 490, 493, 526, 549, 558, 652, 653, 685, 686, 697, 760, 798, 809, 861, 999,1005,1012,1089,1090,1091,1122,1147,1182, 1207,1208,1217,1234,1253,1295,1297,1338,1343,1372,1406,1447, 1459,1462,1465,1497,1506
SEE ADJUSTMENT
SEE ALCOHOLISM
SEE ASTHMA
SEE BLINDNESS
SEE BODY CONCEPT (IMAGE), DISTURBANCE OF
SEE BRAIN DAMAGE
SEE CHARACTER DISORDERS
SEE CRIMINAL AND ANTISOCIAL BEHAVIOR
SEE DEAFNESS
SEE DELINQUENCY, JUVENILE
SEE DELUSIONS AND DELUSICNAL THINKING
SEE DEPRESSION
SEE DIABETES
SEE DRUG ADDICTION
SEE DWARFS
SEE ENDOCRINE FUNCTIONING
SEE ENURESIS
SEE EPILEPSY
SEE FAMILY CHARACTERISTICS, PATHOLOGY
SEE GENETIC FACTORS, GENETIC DEFECTS
SEE GYNECOMASTIA
SEE HALLUCINATIONS
SEE HEART DISEASE
SEE HEMIPLEGIA
SEE HOSPITALIZED PATIENTS, LENGTH CF HOSPITALIZATION
SEE HYPERACTIVITY
SEE HYPERTENSION
SEE HYPOCHONDRIASIS
SEE HYPOGONADISM
SEE KIDNEY DISEASE
SEE KLEINFELTER'S SYNDRCME
SEE NEUROSIS
SEE NEUROTICISM
SEE OBESITY
SEE OBSESSIVE COMPULSIVE/HYSTERICAL POLARITY
SEE PARAPLEGIA
SEE PHYSICAL REHABILITATION
SEE PSYCHIATRIC PATIENTS
SEE PSYCHOSIS
SEE RETARDATION AND LEARNING DISABILITIES
SEE SCHIZOPHRENIA
SEE SUICIDE
SEE THOUGHT DISORDER
SEE TUBERCULOSIS
SEE TURNER'S SYNDRCNE
SEE ULCERS
SEE VISUAL DEFECTS
SEE IN ADDITION PERSONALITY

PATHOLOGY AS MODERATOR VARIABLE IN RELATION BETWEEN MEASURES OF FIELD DEPENDENCE: BETWEEN MEASURES OF FIELD DEPENDENCE VERSUS OTHER MEASURES OF DIFFERENTIATION; BETWEEN MEASURES OF FIELD DEPENDENCE AND/OR OTHER MEASURES OF DIFFERENTIATION VERSUS VARIOUS OTHER VARIABLES 12, 69, 99, 108, 112, 136, 137, 177, 205, 236, 264, 265, 308, 309, 380, 402, 460, 490, 491, 518, 534, 536, 549, 565, 714, 747, 787, 961,1012,1089,1095,1096, 1122,1174,1182,1237,1239,1253,1258,1260,1295,1306,1307,1338, 1369,1397,1458,1497,1498,1506

  SEE IN ADDITION MODERATOR VARIABLES

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  SEE THERAPIST/PATIENT INTERACTION

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  SEE IN ADDITION INTELLIGENCE

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    AGE 493, 517, 981,1084,1109,1133,1179

    SEX 2, 52, 53, 90, 153, 160, 182, 242, 245, 321, 351, 364, 407, 458, 493, 519, 520, 662, 668, 750, 771, 816, 889, 891, 909, 924, 948, 957,1006,1043,1075,1080,1098,1100, 1124,1196,1265,1281,1357,1358,1394,1491

  SEE ACUITY, SENSORY

  SEE ADAPTATION LEVEL

  SEE ADAPTATION, PERCEPTUAL AND NORMALIZATION

  SEE AFTERIMAGE

  SEE ANIMALS, PERCEPTION IN

  SEE AUTOKINETIC MOVEMENT

  SEE BINOCULAR RIVALRY

  SEE BRIGHTNESS CONTRAST

  SEE COGNITIVE STYLE

  SEE COLOR-FORM DOMINANCE

  SEE COLOR VISION

  SEE CONSTANCIES

  SEE CRITICAL FLICKER FUSION

  SEE DEFENSE, PERCEPTUAL

  SEE DELAYED AUDITORY FEEDBACK

  SEE DEPTH PERCEPTION

  SEE DISCRIMINATION

  SEE FACTOR ANALYTIC DIMENSIONS

  SEE FIELD DEPENDENCE

  SEE FIGURAL AFTEREFFECT

  SEE GESTALT COMPLETION

  SEE ILLUSIONS

  SEE MODALITY PREFERENCE AND EXPRESSIVE TYPES

  SEE MOTION PERCEPTION

  SEE PERCEPTION OF THE UPRIGHT IN RELATION TO FIELD DEPENDENCE

  SEE PERCEPTUAL SPEED

SEE PERSON PERCEPTION
SEE PHI PHENOMENON
SEE PHOTIC STIMULATION
SEE REVERSIBLE PERSPECTIVE
SEE SATIATION
SEE SENSORY PROCESSES
SEE SIGNAL DETECTION
SEE SIZE ESTIMATION
SEE SPEED OF CLOSURE
SEE SPIRAL AFTEREFFECT
SEE SUBLIMINAL PERCEPTION
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SEE THREE-D PICTURE PERCEPTION
SEE THRESHOLD
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PERCEPTION OF THE UPRIGHT IN RELATION TO FIELD DEPENDENCE 1, 23, 32, 33, 37, 38, 136, 137, 192, 207, 259, 312, 490, 536, 557, 587, 643, 719, 747, 764, 796, 797, 934, 968, 970, 1258, 1401, 1436, 1439, 1445, 1456, 1465, 1470
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SEE IN ADDITION ANIMALS, PERCEPTION OF THE UPRIGHT
SEE IN ADDITION PERCEPTION
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SEE CLOSURE
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FOOTNOTES FOR INDEX

1. THE STUDIES REFERENCED HERE EXAMINED A) THE CONCEPT OF ARTICULATION OF BODY CONCEPT, B) CHARACTERISTICS OF TESTS OF THAT DIMENSION AND C) RELATIONSHIPS BETWEEN MEASURES OF THAT DIMENSION AND MEASURES OF FIELD DEPENDENCE AND/OR OTHER MEASURES OF DIFFERENTIATION. ADDITONAL STUDIES WHICH EXAMINED THE RELATIONSHIP BETWEEN MEASURES OF ARTICULATION OF BODY CONCEPT AND OTHER PSYCHOLOGICAL VARIABLES MAY BE IDENTIFIED BY THE DESCRIPTORS "ABC" AND "ABCC" ACCOMPANYING REFERENCES IN THE BIBLIOGRAPHY.

2. REFERENCED HERE ARE STUDIES WHICH EXAMINED SCORES ON THE KOHS BLOCK DESIGN TEST OR VARIATIONS OF THAT TEST IN RELATION TO MEASURES OF DIFFERENTIATION. STUDIES WHICH SPECIFICALLY IDENTIFIED SCORES FROM THE TEST AS MEASURES OF FIELD DEPENDENCE AND/OR WHICH USED THE TEST IN CROSS-CULTURAL STUDIES MAY BE IDENTIFIED THROUGH THE DESCRIPTOR "BD" ACCOMPANYING REFERENCES IN THE BIBLIOGRAPHY. STUDIES USING THE BLOCK DESIGN SUBTEST OF THE WECHSLER, IN CORRESPONDING WAYS, MAY BE IDENTIFIED THROUGH THE CATEGORY, "WECHSLER INTELLIGENCE SCALES, ANALYTIC TRIAD," AND THROUGH THE DESCRIPTOR "WAT" ACCOMPANYING REFERENCES IN THE BIBLIOGRAPHY.

3. REFERENCED HERE ARE STUDIES WHICH EXAMINED CHARACTERISTICS OF THE TEST, SUCH AS RELIABILITY. STUDIES IN WHICH THE TEST WAS USED TO OBTAIN A MEASURE OF FIELD DEPENDENCE MAY BE IDENTIFIED BY THE DESCRIPTOR "EAT" ACCOMPANYING REFERENCES IN THE BIBLIOGRAPHY.

4. REFERENCED HERE ARE STUDIES WHICH COMPARED GROUPS FROM TWO OR MORE DIFFERENT CULTURES OR FROM TWO OR MORE SUBCULTURAL GROUPS WITHIN THE SAME COUNTRY. ALSO INCLUDED ARE STUDIES WHICH EXAMINED SEX DIFFERENCES IN MEASURES OF DIFFERENTIATION IN COUNTRIES OTHER THAN THE UNITED STATES. INCLUDED AS WELL ARE STUDIES WHICH PROVIDE DATA ON DIFFERENTIATION IN NON-WESTERN SETTINGS.

5. THE STUDIES IN THE "SEE" CATAGORIES LISTED BELOW EXAMINED THE RELATION AMONG MEASURES OF FIELD DEPENDENCE OR BETWEEN MEASURES OF FIELD DEPENDENCE AND THE OTHER MEASURES OF DIFFERENTIATION INDICATED (ARTICULATION OF BODY CONCEPT, DEFENSES, SENSE OF SEPARATE IDENTITY, WECHSLER ANALYTIC TRIAD). STUDIES LISTED WITH THE HEADING CATEGORY ITSELF ("DIFFERENTIATION, INTERRELATIONS AMONG MEASURES OF") EXAMINED THE RELATION BETWEEN MEASURES OF DIFFERENTIATION OTHER THAN FIELD DEPENDENCE AND ARTICULATION OF BODY CONCEPT.

6. THE STUDIES REFERENCED HERE EXAMINED CHARACTERISTICS OF THE TESTS THEMSELVES, SUCH AS ITEM DIFFICULTY, SCORING METHODS,

RELIABILITY, ETC. STUDIES WHICH EXAMINED THE RELATIONSHIPS BETWEEN EMBEDDED-FIGURES TESTS AND OTHER PSYCHOLOGICAL VARIABLES MAY BE IDENTIFIED BY THE APPROPRIATE DESCRIPTORS ACCOMPANYING REFERENCES IN THE BIBLIOGRAPHY (AEFT, CF-1, CFT, CHEF, EFT, EFTO, GEFT, GEFTO, HFT III, HFT V, HPIT, HPT, PEFT, TEFT, TEFTO).

7. FOUR ETHNIC GROUPS (BLACK, CHICANO, PUERTO RICAN, ORIENTAL) HAVE BEEN EXAMINED IN THE STUDIES REFERENCED HERE.

8. LISTED HERE ARE THOSE FACTOR-ANALYTIC DIMENSIONS WHICH HAVE COME TO BE CONSIDERED AS COGNITIVE STYLES OR AS CLOSELY RELATED TO COGNITIVE STYLES.

9. ADDITIONAL RELEVANT STUDIES MAY BE FOUND BY EXAMINING REFERENCES GIVEN IN THE SEPARATE LISTING IN THE INDEX OF EACH OF THE CATEGORIES BELOW.

10. REFERENCED HERE ARE STUDIES WHICH EXAMINED CHARACTERISTICS OF THE TEST SUCH AS RELIABILITY, SCORING METHODS, ETC. STUDIES IN WHICH THE TEST WAS USED TO OBTAIN A MEASURE OF FIELD DEPENDENCE MAY BE IDENTIFIED BY THE DESCRIPTORS "RFT," "RFTO," "PRFT," AND "PRFTO" ACCOMPANYING REFERENCES IN THE BIBLIOGRAPHY.

11. THIS CLUSTER CONSISTS OF THE WECHSLER BLOCK DESIGN, OBJECT ASSEMBLY AND PICTURE COMPLETION SUBTESTS. LISTED HERE ARE STUDIES WHICH EXAMINED THE ENTIRE TRIAD OR ANY ONE OF THESE SUBTESTS IN RELATION TO MEASURES OF DIFFERENTIATION. ADDITIONAL STUDIES WHICH SPECIFICALLY IDENTIFIED THIS VARIABLE AS A MEASURE OF FIELD DEPENDENCE MAY BE IDENTIFIED BY THE DESCRIPTOR "WAT" ACCOMPANYING REFERENCES IN THE BIBLIOGRAPHY.

12. THIS CLUSTER CONSISTS OF THE WECHSLER ARITHMETIC, CODING AND DIGIT SPAN SUBTESTS. LISTED HERE ARE STUDIES WHICH EXAMINED THE ENTIRE TRIAD OR ANY ONE OF THESE SUBTESTS IN RELATION TO MEASURES OF DIFFERENTIATION.

13. INCLUDED HERE ARE STUDIES WHICH USED WECHSLER SUBTESTS OTHER THAN THOSE IN THE ANALYTICAL, ATTENTION-CONCENTRATION AND VERBAL-COMPREHENSION TRIADS AND/OR STUDIES WHICH PRESENT RESULTS INDIVIDUALLY FOR ALL THE WECHSLER SUBTESTS. THE LATTER STUDIES ARE REFERENCED AS WELL IN THE OTHER WECHSLER CLUSTER CATEGORIES IN WHICH PARTICULAR ONES OF THESE SUBTESTS ARE INCLUDED.

14. THIS CLUSTER CONSISTS OF THE WECHSLER COMPREHENSION, INFORMATION AND VOCABULARY SUBTESTS. LISTED HERE ARE STUDIES WHICH EXAMINED THE ENTIRE TRIAD OR ANY ONE OF THESE SUBTESTS IN RELATION TO MEASURES OF DIFFERENTIATION.

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